

Gilbert Elementary

314 Main Street
Gilbert, South Carolina 29054

Grades	3-5 Elementary School	
Enrollment	568 Students	
Principal	Timothy F. Oswald	803-892-1000
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	42	19	2	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Below Average	No
2006	Good	Average	No

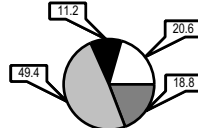
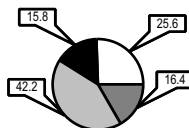
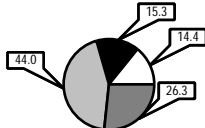
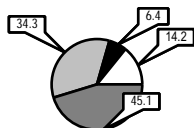
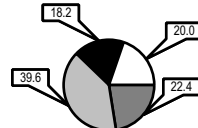
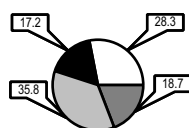
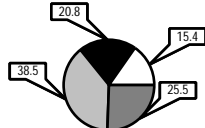
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	573	99.7	13.9	34.4	45.3	6.5	63.0	Yes	Yes
Gender									
Male	277	99.6	18.9	37.5	39.8	3.8	56.4	N/A	N/A
Female	296	99.7	9.0	31.4	50.5	9.0	69.3	N/A	N/A
Racial/Ethnic Group									
White	505	99.6	11.7	32.2	49.0	7.1	66.9	Yes	Yes
African American	26	100.0	19.0	61.9	19.0	0.0	23.8	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	37.1	42.9	17.1	2.9	37.1	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	471	100.0	7.4	32.9	52.3	7.4	72.1	N/A	N/A
Disabled	102	98.0	43.3	41.2	13.4	2.1	21.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	573	99.7	13.9	34.4	45.3	6.5	63.0	N/A	N/A
English Proficiency									
Limited English Proficient	33	100.0	38.7	41.9	16.1	3.2	38.7	I/S	I/S
Non-Limited English Proficient	540	99.6	12.4	33.9	47.1	6.7	64.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	251	99.2	23.0	40.9	33.9	2.2	49.1	Yes	Yes
Full-pay meals	322	100.0	7.1	29.6	53.7	9.6	73.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	573	99.5	13.9	44.3	26.5	15.4	57.6	Yes	Yes
Gender									
Male	277	99.3	15.6	41.1	25.1	18.3	57.0	N/A	N/A
Female	296	99.7	12.3	47.3	27.8	12.6	58.1	N/A	N/A
Racial/Ethnic Group									
White	505	99.4	11.5	43.6	28.1	16.8	61.2	Yes	Yes
African American	26	100.0	19.0	66.7	9.5	4.8	19.0	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	40.0	40.0	14.3	5.7	31.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	471	99.8	8.8	43.8	29.3	18.1	64.8	N/A	N/A
Disabled	102	98.0	37.1	46.4	13.4	3.1	24.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	573	99.5	13.9	44.3	26.5	15.4	57.6	N/A	N/A
English Proficiency									
Limited English Proficient	33	100.0	41.9	35.5	16.1	6.5	32.3	I/S	I/S
Non-Limited English Proficient	540	99.4	12.2	44.8	27.1	15.9	59.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	251	99.2	23.5	48.7	20.9	7.0	43.0	Yes	Yes
Full-pay meals	322	99.7	6.8	41.0	30.6	21.6	68.4	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	573	99.8	25.6	42.2	16.4	15.8	32.2
Gender							
Male	277	100.0	22.3	42.6	16.2	18.9	35.1
Female	296	99.7	28.8	41.7	16.5	12.9	29.5
Racial/Ethnic Group							
White	505	99.8	21.9	43.1	17.5	17.5	35.0
African American	26	100.0	52.4	47.6	0.0	0.0	0.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	60.0	22.9	14.3	2.9	17.1
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	471	100.0	20.7	42.8	18.7	17.8	36.5
Disabled	102	99.0	47.5	39.4	6.1	7.1	13.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	573	99.8	25.6	42.2	16.4	15.8	32.2
English Proficiency							
Limited English Proficient	33	100.0	61.3	22.6	12.9	3.2	16.1
Non-Limited English Proficient	540	99.8	23.4	43.4	16.6	16.6	33.2
Socio-Economic Status							
Subsidized meals	251	99.6	38.8	41.4	12.1	7.8	19.8
Full-pay meals	322	100.0	15.8	42.8	19.6	21.9	41.5

Social Studies							
All Students	573	99.8	20.6	49.4	18.8	11.2	30.0
Gender							
Male	277	100.0	19.6	46.8	20.4	13.2	33.6
Female	296	99.7	21.6	51.8	17.3	9.4	26.6
Racial/Ethnic Group							
White	505	99.8	18.5	49.8	19.4	12.3	31.7
African American	26	100.0	42.9	38.1	14.3	4.8	19.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	35	100.0	40.0	42.9	14.3	2.9	17.1
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	471	100.0	16.2	50.7	20.3	12.8	33.1
Disabled	102	99.0	40.4	43.4	12.1	4.0	16.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	573	99.8	20.6	49.4	18.8	11.2	30.0
English Proficiency							
Limited English Proficient	33	100.0	41.9	35.5	19.4	3.2	22.6
Non-Limited English Proficient	540	99.8	19.3	50.2	18.8	11.7	30.5
Socio-Economic Status							
Subsidized meals	251	99.6	32.8	48.3	12.9	6.0	19.0
Full-pay meals	322	100.0	11.6	50.2	23.2	15.1	38.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	181	100.0	15.7	31.4	44.2	8.7	52.9
	4	180	100.0	22.8	36.5	39.5	1.2	40.7
	5	217	99.5	18.3	48.6	30.3	2.9	33.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	202	100.0	6.8	31.9	52.4	8.9	61.3
	4	184	98.9	15.0	30.6	46.8	7.5	54.3
	5	187	100.0	20.3	40.7	36.2	2.8	39.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	181	100.0	14.5	62.2	18.0	5.2	23.3
	4	180	100.0	15.6	47.3	28.1	9.0	37.1
	5	217	100.0	21.5	46.9	22.0	9.6	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	202	100.0	5.8	55.0	25.7	13.6	39.3
	4	184	98.4	14.0	36.6	30.8	18.6	49.4
	5	187	100.0	22.6	40.1	23.2	14.1	37.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	181	100.0	30.8	42.4	23.3	3.5	26.7
	4	180	100.0	27.5	38.9	16.2	17.4	33.5
	5	217	100.0	30.1	25.8	21.5	22.5	44.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	202	100.0	23.6	51.3	17.8	7.3	25.1
	4	184	99.5	30.3	34.9	18.9	16.0	34.9
	5	187	100.0	23.2	39.5	12.4	24.9	37.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	181	100.0	18.0	52.3	21.5	8.1	29.7
	4	180	100.0	16.2	52.7	22.2	9.0	31.1
	5	217	100.0	24.4	43.5	23.4	8.6	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	202	100.0	13.1	50.8	23.6	12.6	36.1
	4	184	99.5	18.3	45.1	22.9	13.7	36.6
	5	187	100.0	31.1	52.0	9.6	7.3	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 568)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.2%	No change	2.1%	2.8%
Attendance rate	96.5%	No change	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.4%	Down from 1.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.4%	Down from 1.9%	0.0%	0.0%
Eligible for gifted and talented	12.3%	Down from 12.4%	17.1%	10.4%
On academic plans	31.4%	N/AV	25.7%	33.6%
On academic probation	24.7%	N/AV	0.9%	1.0%
With disabilities other than speech	10.9%	Down from 15.1%	7.2%	7.5%
Older than usual for grade	0.4%	Up from 0.0%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	42.9%	Up from 36.6%	57.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.5%	N/A	2.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 72.5%	89.0%	87.3%
Teacher attendance rate	93.3%	Down from 96.7%	94.8%	94.9%
Average teacher salary	\$42,824	Up 4.9%	\$43,842	\$42,485
Prof. development days/teacher	15.4 days	Up from 13.6 days	11.9 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 21.4 to 1	20.1 to 1	18.6 to 1
Prime instructional time	88.2%	Down from 92.1%	90.2%	89.7%
Dollars spent per pupil*	\$7,483	Up 6.7%	\$5,924	\$6,557
Percent of expenditures for teacher salaries*	57.7%	Up from 57.0%	65.7%	64.0%
Percent of expenditures for instruction*	62.4%		70.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	94.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Our School is Four Walls with Tomorrow Inside." The School Improvement Council and the faculty work diligently to foster a positive learning environment for our children and to prepare them for the future. The State Department of Education recognized GES this year with a Red Carpet Award for being family and student friendly.

GES continues to see changes in its student population with increasing numbers of students requiring financial assistance and arriving with language barriers. We find ourselves challenged but poised to meet the needs of all of our children.

Our faculty participated in many professional development opportunities. We continued our Balanced Literacy Program where administrators and teachers participated in a yearlong course taught by Literacy Coach Sandi Jordan. We learned research-based best practices in reading, received professional books and attended workshops.

We moved toward 21st century instructional technologies by securing state-of-the-art technology for every classroom. SMART Board Interactive Whiteboards, digital presenters, Qwizdom's Remote Audience Response Systems, laptops, four computer laboratories, LCD projectors and more all enhance learning by engaging students and increasing their classroom participation. Our Technology Integration Specialist Amber Buzhardt helped us stay the course with training on and implementation of technology and our staff remains 100 percent technology competent.

Teachers used test information from the norm-referenced Measuring Academic Progress (MAP) test. We continued with our fall and spring assessment but also added a winter assessment. Teachers had individual conferences with students. Together they set individual student goals, based on each student's individual academic needs. Students also listed strategies that could help them achieve their goals.

Our administrative team provided challenges/insight as we worked to move to yet a higher level on our quest to remain a high-performing academic school. We took the phrase "moving from good to great" for our staff motto as we analyzed Jim Collins' work in his book, Good to Great. Using this model we continued to improve. We even shared teachers' best practices on our GES television show.

Our school continued its long-existing tradition of assisting others in need. Our students raised more than \$12,400 for Relay for Life and we were, for the third consecutive year, the proud recipient of the Top Fund Raising Award. We participated in the Hurricane Katrina Relief Effort by sending food, and Media Specialist Debbie Jackson donated money to help elementary schools in need of books and materials.

Due to the dedication of our staff, parents and community members we continue to prepare our students for the challenges of the 21st century.

Timothy F. Oswald, Principal
Gail Provost, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	173	127
Percent satisfied with learning environment	97.9%	89.3%	90.5%
Percent satisfied with social and physical environment	100.0%	93.1%	86.4%
Percent satisfied with school-home relations	100.0%	93.0%	84.7%

*Only students at the highest elementary school grade level at this school and their parents were included.